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ABSTRACT

The normal school began in Iowa in 1849, developed early partnerships with local districts, and evolved into the current situation of 29 teacher education institutions (TEIs). By 1980, 42.5% of Iowa's population was rural; a 1981-1982 study showed 37.5% of Iowa's students were in rural districts. A follow-up placement study of the University of Northern Iowa's 1981 teacher education graduates showed 37.8% found rural placement in other states and 31.5% found rural jobs in Iowa. Since only one TEI was located in a rural place, it became clear that partnerships to prepare teachers for rural places must involve urban TEIs working with rural local school districts (LSDs). A 1984 study requested information from the 29 TEIs about their partnerships with LSDs and private schools and the number of cooperating teachers involved. Each of the responding 27 TEIs was in partnership with 1 or more LSDs or private schools--in or beyond Iowa--for a total of 264 LSDs, 61 private schools, and 1,510-1,688 cooperating teachers. The number of partnerships per TEI ranged from 0-45, with an average of 12. Two-thirds of the reporting TEIs were partners with 1 or more rural schools for a total of 102, or 31.4%, rural school partnerships. (BRR)

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COLLEGES AND SCHOOLS: PARTNERS FOR IOWA'S EDUCATION

By

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Presented at ARCTURUS CLUB, Cedar Falls, Iowa, Friday noon, March 22, 1985.

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Colleges and Schools: Partners for Iowa's Education *

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MAY 1985
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The word "partners" reminds me of the story Senator Grassley told about Governor Terry Branstad as written by a recent Des Moines Register columnist. (Yepsen).

Grassley reported, "Branstad and his law partner, Rich Schwarm, took an afternoon off to go fishing. Schwarm said, "Terry, we forgot to lock the office safe!"

The governor replied, "What difference does it make? We're both here."

Partners do look after one another and do care for one another. Over 100 years ago in Iowa, the partnership between schools and teacher education institutions did not exist. It was a one way program; the schools depended on institutions for teachers and the institutions did the job alone.

In the decades before the Civil War the teachers for the common schools came directly from academies, from one or two years of college, or as grammar school graduates (when of age). Establishing the first state normal school in the U.S. for teacher training in 1839 is credited to Horace Mann of Massachusetts. (Hart, P. 3). The normal school had originated in France and meant that teachers should be trained to perform according to high standards or norms. (Kaestle, p. 129).

The normal school idea in America had been urged for fifty years before that date. It came in 1839 because of a donation of $10,000 by Edmund Dwight, (a public-spirited citizen and friend of Horace Mann), a like contribution from the Massachusetts legislature (Good, p. 163), the management of Mann and the teaching skills of Cyrus Pierce. Mann and Pierce brought state normal

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schools into existence and then saved them from threatened destruction. (Good, p. 167).

Only 10 years later in 1849 an act by the Iowa legislature established schools "for the education of teachers and others" (Hart, p. 3). An appropriation of $500 annually from the university fund was made for three schools at Andrew, Oskaloosa, and Mount Pleasant. Buildings and equipment were to be provided by the "friends of education" in each community (Hart, p. 6). The schools operated only briefly between 1849 and 1853, but as the contemplated state appropriations were never paid, they died. (Hart, p. 3).

In the following years of the 19th Century, 28 other normal schools were started amd discontinued in Iowa. (Des Moines Register, 1954). Of the 28 unsuccesful normal schools, 78.6 percent were in rural towns in 1880. (Table I). It must be remembered, however, that in that decade only 35 places in Iowa were urban, population over 2,500, and 85 percent of the people lived on farms and in villages and smaller towns. Iowa's total population then was 1.6 million people. (Iowa, 1982).

During the decades following the Civil War several bills were presented by the state legislature to establish a normal school in Iowa. One bill included a normal school with the proposal to move the state Agriculture College to Adel, another was to combine a normal school with the Agriculture College at Ames, other bills were to make state normal schools part of the private colleges at Fayette and Grinnell. Each of these failed. (Hart, p. 6), (Table II).

When instruction began at the University of Iowa in 1855, one member of the faculty was designated to be in charge of the "Normal Department". At the recommendation of the Iowa State Teacher's Association in 1869 that training was limited to preparation of high school teachers and administrators. The concept of a place to prepare teachers for the common schools (then eighth

TABLE I

Discontinued Normal Schools in Iowa
(from "How Iowa Colleges Have Survived" by a member of the Register Editorial Page Staff in a 1954 Des Moines Register article which lists 28 of 81 Colleges and Junior Colleges which discontinued and the operating 26 Junior Colleges and 24 four-year Colleges or Universities.)

Name	Dates (as reported)	Location		Town or City Population		
		Town	County	1980	1890	1880
Afton Normal School	1891	Afton	Union	985	1890	1231
Atlanta Normal School	1896	Atlanta	Cass	7789	1045	1231
Burlington Normal School	1879-1920	Burlington	Des Moines	29529	22565	19450
Calhoun Co. Normal School	1892	Rockwell	Calhoun	1039	383	90
Carroll Co. Normal School		Carroll	Carroll	9705	2448	1385
Casey Normal School		Casey	Guthrie	473	452	473
Castana Normal School		Castana	Monona	228	Not listed	
Creston Normal School	1894	Creston	Union	8429	7200	5081
Denison Normal School	1893	Denison	Crawford	6675	1782	1441
Dexter Normal School		Dexter	Dallas	678	607	704
Hawarden Normal School	1895	Hawarden	Sioux	2722	616	--
Larchwood Normal School		Larchwood	Lyon	701	521	43
Le Mars Normal School	1880	Le Mars	Plymouth	8276	4036	1895
Leverick Normal School	1886	Muscatine	Muscatine	23467	11454	--
National Normal School	1890	Glidden	Carroll	1076	532	584
New Hampton Normal School		New Hampton	Chickasaw	3940	1314	1105
Newton Normal School		Newton	Jasper	15292	2564	2607
Normal University		Humeston	Decatur	631	Not listed	
Northern Iowa Normal School		Algona	Kossuth	6289	2068	1359
Oskaloosa Normal School		Oskaloosa	Mahaska	10989	6558	4598
Ottumwa Normal School		Ottumwa	Wapello	27381	14001	9004
Sheldon Normal School		Sheldon	O'Brien	5003	1478	730
Sioux City Normal School	1913-1928	Sioux City	Woodbury	82003	37806	7366
Southern Normal School	1874	Bloomfield	Davis	2849	1913	1531
Wartburg Normal School	1874-1933	Waverly	Bremer	8444	2346	2345
Waukon Normal School		Waukon	Allamakee	3983	1610	1350
Western Normal School	1882	Shenandoah	Page	6274	2440	1387
Woodbine Normal School	1887	Woodbine	Harrison	1463	815	330

TABLE II

State Proposed Normal Schools in Iowa Until 1876

Places with Normal Schools before 1876
(from The First 75 Years by Irving H. Hart,
published by the Iowa State Teachers College,
Cedar Falls, Iowa, 1951.)

Location and/or Name	Dates	County	Population 1880	1890	1980
A. Approved without annual state support					
Andrew	1849-53	Jackson	288	307	349
Mount Pleasant	1849-53	Henry	4410	3997	7322
Oskaloosa	1849-53	Mahaska	4598	6558	10989
Iowa City (as part of The University of Iowa)	1855-72	Johnson	7123	7016	50508
B. Unsuccessful Bills Presented to State Legislature	1865-74				
Adel (with move of Agriculture College)		Dallas	989	995	2846
Ames (with Agriculture College)		Story	1153	1276	45775
Fayette (with Upper Iowa University)		Fayette	995	1062	1515
Grinnell (with Iowa College)		Mahaska	2415	3332	8868
Marshalltown		Marshall	6240	8914	26938
C. Successful Bill, Signed on March 17, 1876					
Cedar Falls, Iowa State Normal School		Black Hawk	3020	3459	36322

grade or less) lasted at the University of Iowa from 1855 to 1872. (Hart p. 6).

At the end of the Civil War some of the private, city, or school district normal schools listed doscontinued in Table I were no doubt operating. By 1875 many states had legislated and were supporting several state normal schools. Iowa had none at the state level to prepare common school teachers.

Hart reports that in 1875 H.C. Heminway of Cedar Falls was elected to the House. He joined Senator Edward G. Miller, a Black Hawk County farmer, to support a bill to establish a state normal school at Cedar Falls, using the Civil War Orphans Home. These orphans were ten years older and the building was about to become vacant. Miller had come to Iowa from Wisconsin and was acquainted with their state system of normal schools. (Hart, p. 7).

The bill was supported this time by people from Cedar Falls as well as the House and Senate. Heminway and Miller worked hard to get the needed majority. On the last day the bill passed. It established "a school for the special instruction and training of teachers for the common schools of the state" and was signed by Governor Kirkwood on March 17, to take effect upon publication, March 28, 1876.

Whil the new T.E.I. was to prepare teachers for the common or grade schools, they did not have a part in it. By 1883 this changed when District No. 5 of Cedar Falls Township, voted to share some funds and its students with the normal school. The district school was located near the southeast corner of the campus.

The partnership lasted form 1883 to 1892. In 1894 the people of Cedar Falls voted to extend their city limits south to the edge of District No. 5. In that same year District No. 5 again became partners with the normal school, sending students to the Laboratory School. In 1912 the Cedar Falls Indeoendent School District became a partner. Instead of sending students they received professionally prepared student teachers from the Iowa State Teacher's College. (Hart p. 111).

To some Cedar Falls citizens this became "harmful experimentation" and by 1918 a court order was obtained by one citizen to stop the Cedar Falls school board from accepting student teachers. The Iowa Supreme Court in 1919 reversed the decree and established three guide lines which authorized education institutions and school districts to become partners in the teacher education process. (Hart, p. 112).

However, the Cedar Falls School District and ISTC did not review their partnership for over 50 years but other districts did. The East and the West Waterloo School Districts became partners with ISTC in 1919, and over the years many other large and smaller L.S.D.'s have done the same.

With this background about the beginning of partnerships in one teacher institution and school districts before and some after World War I, let us consider some present partnerships.

In 1984-85 there were 29 T.E.I.'s (Teacher Education Institutions) in the state of Iowa. (Table III). Twenty-four of these were established in the 19th Century, three are public and 21 are private. In the years since 1930 five more private T.E.I.'s have been recognized.

The 1980 Census reports 123 urban and/or metro places in Iowa. In these cities live most of the state's 2.9 million people. The other 42.5 percent live on farms and in towns of less than 2,500. Only one of the present T.E.I.'s is located in a rural place.

It is clear that partnerships to prepare teachers for rural places in 1880 as well as in 1980 must involve T.E.I.'s in urban places working with rural L.S.D.'s.

A study of the place location of the 441 L.S.D.'s in Iowa in 1981-82 was made by the UNI Committee of Rural Education. Using district enrollment, the study found 38.4 percent of the Iowa public school students were attending metro L.S.D.'s, 24.1 percent in urban L.S.D.'s (districts with largest cities or

TABLE III

The 29 Teacher Education Institutions In Iowa in 1985, their Location and 1980, 1890, and 1880 Populations.

Name	Location	Founding Date	Population 1980	1890	1880
Briar Cliff College	Sioux City	1930	82003	37806	7366
Buena Vista College	Storm Lake	1891	8814	1682	1034
Central College	Pella	1853	8349	2408	2430
Clarke College*	Dubuque	1843	62321	30311	22254
Coe College	Cedar Rapids	1851	110243	18020	10104
Cornell College	Mount Vernon	1853	3325	1259	977
Dordt College	Sioux Center	1955	4588	500	--
Drake University	Des Moines	1881	191003	50093	22408
Faith Baptist College	Ankeny	1967	15429	Not Listed	
Graceland College	Lamoni	1895	2705	1215	869
Grinnell College	Grinnell	1846	8868	3332	2415
Iowa State University	Ames	1869	45775	1276	1153
Iowa Wesleyan College	Mount Pleasant	1842	7322	3997	4410
Loras College*	Dubuque	1839	62321	30311	22254
University of Dubuque*	Dubuque	1852	62321	30311	22254
Luther College	Decorah	1861	7991	4119	4560
Maharishi Inter. Univ.	Fairfield	1971	9428	3391	3086
Marycrest College	Davenport	1939	103264	26872	21831
Morningside College	Sioux City	1889	82003	37806	7366
Mount Mercy College	Cedar Rapids	1875	110243	18020	10104
Northwestern College	Orange City	1892	4588	1246	517
Saint Ambrose College	Indianola	1860	10843	2254	4110
University of Iowa	Iowa City	1847	50508	7016	7123
University of Northern Iowa	Cedar Falls	1876	36322	3459	3020
Upper Iowa College	Fayette	1857	1515	1062	995
Wartburg College	Waverly	1852	8444	2346	2345
Westmar College	LeMars	1890	8276	4036	1895
William Penn College	Oskaloosa	1873	10989	6558	4598

*Clarke College, Loras College, and University of Dubuque work together to establish local partnerships with public and private schools for the pre-professional experiences of their teachers.

towns whose population was less than 50,000 and more than 2,500), and 37.5 percent of the students were in rural districts. (UNI/CORE #17).

In another study, the follow-up report of the placement of the UNI class of 1981 with a teacher education B.A. degree was examined. Of the 474 reported placements 73 percent were in Iowa and 27 percent outside of the state. In both, the percent finding work in rural school districts was much the same: 37.8 percent beyond Iowa and 31.5 percent in Iowa. (UNI/CORE #18).

In the fall of 1984 the UNI Committee on Rural Education began the study for this paper. A questionnaire was sent to each of the 29 T.E.I.'s in the state asking about their partnerships with local school districts and private schools and the number of cooperating teachers involved. (Table IV). Twenty-seven of the T.E.I.'s replied for a 93 percent return. Three of the metro T.E.I.'s in one large city join together (another partnership) to send out their student teachers.

Each of the 27 reporting T.E.I.'s with the number of cooperating teachers and the general place location of the partnership public districts and private schools is shown in Table IV. The total number of cooperating teachers in the spring is 1,688, somewhat more than the fall, 1,510. Among the three public institutions the spring number is 1.3 times the fall semester number of cooperating teachers.

Altogether, the 27 institutions report partnerships with 264 L.S.D.'s and 61 private schools. The three public T.E.I.'s had 104 partner districts, an average of 35. The 24 private liberal arts colleges had 221 for an average of 8.2 partner public districts or private schools.

In the fall semester, 1984, the number of cooperating teachers who worked with or supervised student teachers for these 27 colleges and universities was 1,510, an average of 60 teachers per institution.

A cooperating teacher is on the faculty of a partnership school which

TABLE IV

Iowa Teacher Education Institutions and
Number of Cooperating Schools, Fall, 1984

KEY: R = Rural
M = Metro
U = Urban
OS = Out of State
T = Total

Institution		Number of Cooperating Teachers		Local School Districts					Non-Public Schools					In-State		
		84 Fall	85 Spring	R	U	M	OS	T	R	U	M	OS	T	Grand Total	R Percent	U Percent
I. State Inst.																
No. f=3																
12	U	154	181	18	22	3	0	43	0	1	3	0	4	47	38.3	48.9
17	M	179	274	7	12	3	0	22	0	0	4	0	4	26	26.9	46.2
21	M	365	455	5	16	10	0	31	0	0	0	0	0	31	16.1	51.6
II. Private (Metro)		698	910					96					8	104		
No. f=7																
2	M	41	0	0	0	3	0	3	0	0	0	0	0	3	0	100(M)
5	M	19	0	0	0	0	0	0	0	0	4	15	19	19	0	100(M)
10	M	18	12	0	0	2	0	2	0	0	2	0	2	4	0	100(M)
13	M	40	3	0	3	3	3	9	0	0	1	0	1	10	0	42.9
14	M	24	43	3	0	1	1	5	0	0	1	0	1	6	60.0	40.0
19 (3 TEI's)	M	45	71	0	2	1	0	3	0	0	7	0	7	10	0	20.0
22	M	120	120	0	0	5	0	5	0	0	0	0	0	5	0	100(M)
III. Private (Non-Metro)		307	249					27					30	57		
No. f=17																
1	U	39	54	6	5	2	1	14	1	1	0	0	2	16	43.7	40.0
3	U	25	25	4	3	1	0	8	0	0	0	0	0	8	50.0	37.5
4	U	44	44	4	7	2	0	13	0	0	0	0	0	13	30.8	53.8
6	U	45	9	6	9	0	0	15	0	0	0	0	0	15	60.0	40.0
7	U	45	45	7	4	2	0	13	0	1	1	0	2	15	46.7	33.3
8	U	30	20	5	1	0	0	6	0	1	0	0	1	7	71.4	28.6
9	U	11	4	0	2	0	1	3	0	0	0	0	0	3	0	66.7
11	U	39	39	10	6	3	0	19	0	2	0	0	2	21	47.6	38.1
15	U	6	25	0	1	0	0	1	0	1	0	0	1	2	0	100(U)
16	U	23	29	2	2	1	6	11	0	0	0	0	0	11	18.2	18.2
18	U	35	63	2	6	0	1	9	0	0	0	0	0	9	22.0	66.7
20	U	46	55	4	6	1	4	15	0	3	0	0	3	18	22.2	50.0
23	U	4	4	0	0	0	(Own School)		0	0	0	0	0	0	0	0
24	U	104	104	5	3	0	0	8	6	6	0	0	12	20	55.0	45.0
25	U	No Information														
26	U	No Information														
27	R	9	9	4	1	1	0	6	0	0	0	0	0	6	66.7	16.5
		505	529					141					23	164		
Grand Total		1510	1688					264					61	325		

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receives seniors from a college or university to work in the classroom as a student teacher to become a new member of the education profession. The college senior may have two majors, or a major and minor in the teaching field and work with two different cooperating teachers. The teacher educator may also work with more than one potential teacher in a semester.

Most teachers want to improve their profession and are willing to take the risk of having a learning, helping, student teacher in their room. Many enjoy the chance to be a senior member of a team. sometimes, however, the case may be like the story of the kindergarten child who came home and told of the big words learned that day -- one was "cooperation." "What does cooperation mean?" asked the parent. "Well," replied the child, "when the teacher says 'let's cooperate', that means you have to do it." The partner school may only get members of the faculty to be cooperating teachers by "asking" them.

The number of cooperating teachers, however obtained, working with one T.E.I. range from 365 to 4. The mid number was 39, the mode was 45 and the mean was 60 teachers per institution. In the same way the number of partnership schools ranged from 47 to 0. (The zero T.E.I. used its own K-12 school.) The mid number of schools was 10 and the mean was 12 local school districts and private schools per T.E.I.

Finally, how well do these partnerships deal with the fact, as has been stated, that 42 percent of the people of Iowa live in rural areas, and 37.5 percent of the public school children of this state attend schools located in the open-country or in nonfarm towns?

"Rural" has become of interest to many more educators over the past decades. One of the indications is the "Rural Education and Rural Family Education Policy for the 80's" issued by Secretary Bell of the United States Department of Education on August 23, 1983.

The policy states: Rural education shall receive an equitable share of the information, services, assistance and funds available from and through the Department of Education and its programs.

The statement defines "rural" as all persons living outside urbanized areas in th open country or in communities with less than 2,500 inhabitants. (Bell, 1983.)

In the current study two-thirds of the reporting T.E.I.'s were partners with one or more rural school. Table V lists these institutions by name in order of the percent of rural partners. This proportion ranged from 71.4 rural schools with William Penn College to 16.1 percent reported by the University of Northern Iowa. The midpoint was about 45 percent rural partners. Only one of the institutions is located in a rural place, Upper Iowa College. Three are in metropolitan areas and twelve are in urban cities.

The number of rural school partners among this group of 16 institutions ranged from 18 with Iowa State University to two with Northwestern College. The nine institutions with zero rural school partners for teacher preparation are not listed on Table V.

The number of cooperating teachers indicates in a general way the number of teaching certificates offered that semester by each of the institutions. Four of these with over 100 cooperating teachers in the fall semester had 15 percent or more rural school partnerships for their future teachers. Only Drake University, among Iowa's Big Five in teacher preparation, had no rural partnerships for its students.

In conclusion, the study found each of the participating Teacher Education Institutions in Iowa are in partnership with one or more local school districts or private schools in Iowa or beyond the state. The Iowa Supreme Court Decision in 1919 supported this practice, it became established and has grown. One public

TABLE V

Iowa Teacher Education Institutions
Listed by Percent of Cooperating Schools
Which were Rural, Fall, 1984

Teacher Education Institution		Classification		Total Cooperating Teachers	No. of Places			
Study Number	T.E.I. Name	Rural Urban Metro	Public Private		Public LSD's	Non-Public Schools	Rural No.	Rural Percent
8	William Penn College	U	Private	30	6	1	7	71.4
27	Upper Iowa College	R	Private	9	6	0	4	66.7
14	Morningside College	M	Private	24	5	1	3	60.0
6	Iowa Wesleyan	U	Private	45	15	0	9	60.0
24	Dordt College	U	Private	104	8	20	11	55.0
3	Cornell College	U	Private	25	8	0	4	50.0
11	Buena Vista College	U	Private	39	19	2	10	47.6
7	Wartburg College	U	Private	45	13	2	7	46.7
1	Central College	U	Private	39	14	2	7	43.7
12	Iowa State University	U	Public	154	43	4	18	38.3
4	Simpson College	U	Private	44	13	0	4	30.8
17	University of Iowa	M	Public	179	22	4	7	26.9
20	Luther College	U	Private	46	15	3	4	22.2
18	Northwestern College	U	Private	35	9	0	2	22.0
21	Univ. of Northern Iowa	M	Public	365	31	0	5	16.1

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institution worked with over 300 cooperating teachers in one semester. Four others (two public and two private) had between 100 and 200, while the other 22 worked with fewer than 50 cooperating teachers per semester per T.E.I. The number of school partnerships ranged from 45 to zero with the average being 12 local school districts or private schools per institution. However, the mean was 35 for the 3 public T.E.I.'s and 8.2 for the 24 private colleges. Of special interest to me was the rural education opportunities. Only one of the teacher education institutions of the 29 is located in a rural place. Among the 325 school partnerships reported in the study 102 or 31.4 percent are in rural places. T.E.I. plus L.S.D. equals P.I.E., Iowa's teacher education institutions plus local school districts and private schools equal partners for Iowa's education and opportunities for students to prepare for their profession in schools located in rural, urban, and metro areas.

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